

Seminars of a few days duration, using workshop techniques, give opportunity for those with administrative responsibilities to pool their thinking and experience in specific fields. Thus, Chiefs of Provincial Cooperative and Agricultural Credit Branches and Civil Servants of the CGCAC may explore problems related to the organization, functioning, finance, and control of cooperatives. Other seminars may take up such subjects as the role and action program of the National Agricultural Cooperative Federation or dynamic techniques in education and training.

Here is a summary of education and training done by the Center to the end of 1961 with projected goals for 1962.



On the 5th of October, 1959, at the opening ceremonies the Director of the Center, Mr. Nguyen-Manh-Tu, addressed the 39 students of the first one-year course.

Students of the first 6-month course attending a lecture and discussion on "Methods of Working with People"





These five graduates of the first 12-month course were assigned to the teaching staff of the Center. They are here preparing the basic text book, which is being used in the member education courses. Left to right: Messrs. Ty, Thiep, Do, Phan, and Vuong.

	Number of Courses	Number of Students	Hours of Instruction	Student Hours
1959 (July 27 to Dec. 31)	8	429	936	65,765
1960	23	1,188	5,402	247,492
1961	59	2,473	6,741	304,902
1962 (projected)	(117)	(5,845)	(12,421)	(455,100)

A year-by-year comparison of student hours of instruction with the total cost of that year reveals the extent to which the Center has

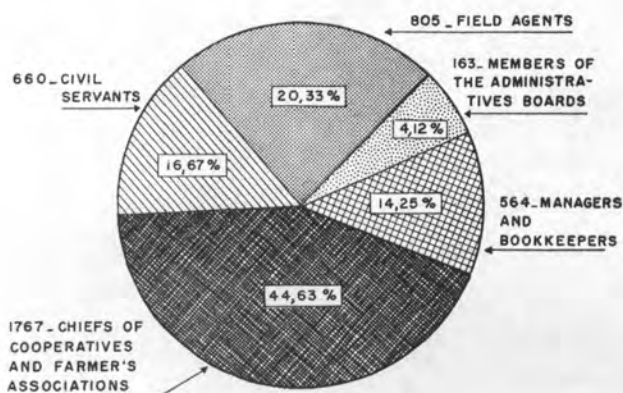
been able to increase its output in training at a diminishing cost per unit of instruction.

Year	Student Hours	Total Cost	Unit Cost
			<i>(per student hour)</i>
1959	65,765	VN \$ 1,815,492	VN \$ 27 \$
1960	247,492	4,634,573	18 \$
1961	304,902	6,486,619	21 \$
1962	455,100	6,000,000	13 \$

NUMBER AND PERCENTAGE OF STUDENTS
IN EACH CLASSIFICATION

1959-1961

CLASSIFICATION OF STUDENTS	NUMBER	PERCENTAGE
CIVIL SERVANTS	660	16,67 %
FIELD AGENTS	805	20,33 %
MEMBERS OF THE ADMINISTRATIVE BOARDS	163	4,12 %
MANAGERS AND BOOKKEEPERS	564	14,25 %
CHIEFS OF COOPERATIVES AND FARMERS' ASSOCIATIONS (1961-ONLY)	1767	44,65 %
	3.959	100 %



This achievement in increasing the educational outreach of the Center at a marked decrease in per unit cost is made possible by the policy and practice of « education by multiplication ». Students are instructed and drilled in educational techniques so that they can take active leadership in the instruction of those who come under their direct supervision.

For example, in the member-education program for 1961, each of the 40 courses in the field required supervision from the Staff of the Center, but, in 1962, nearly half of the 85 member-education courses will be supervised and conducted entirely by local personnel who have been trained at the Center for this

work and have had field experience in directing a member-education course. This reduces the financial burden of the Center and frees its Staff for the extension of member education into new areas.

MEMBER EDUCATION

Before extending cooperative education to members in the villages, the Training Center had to train its own staff of instructors. (The Director accomplished this with a corps of part-time teachers from various institutions in Saigon.)

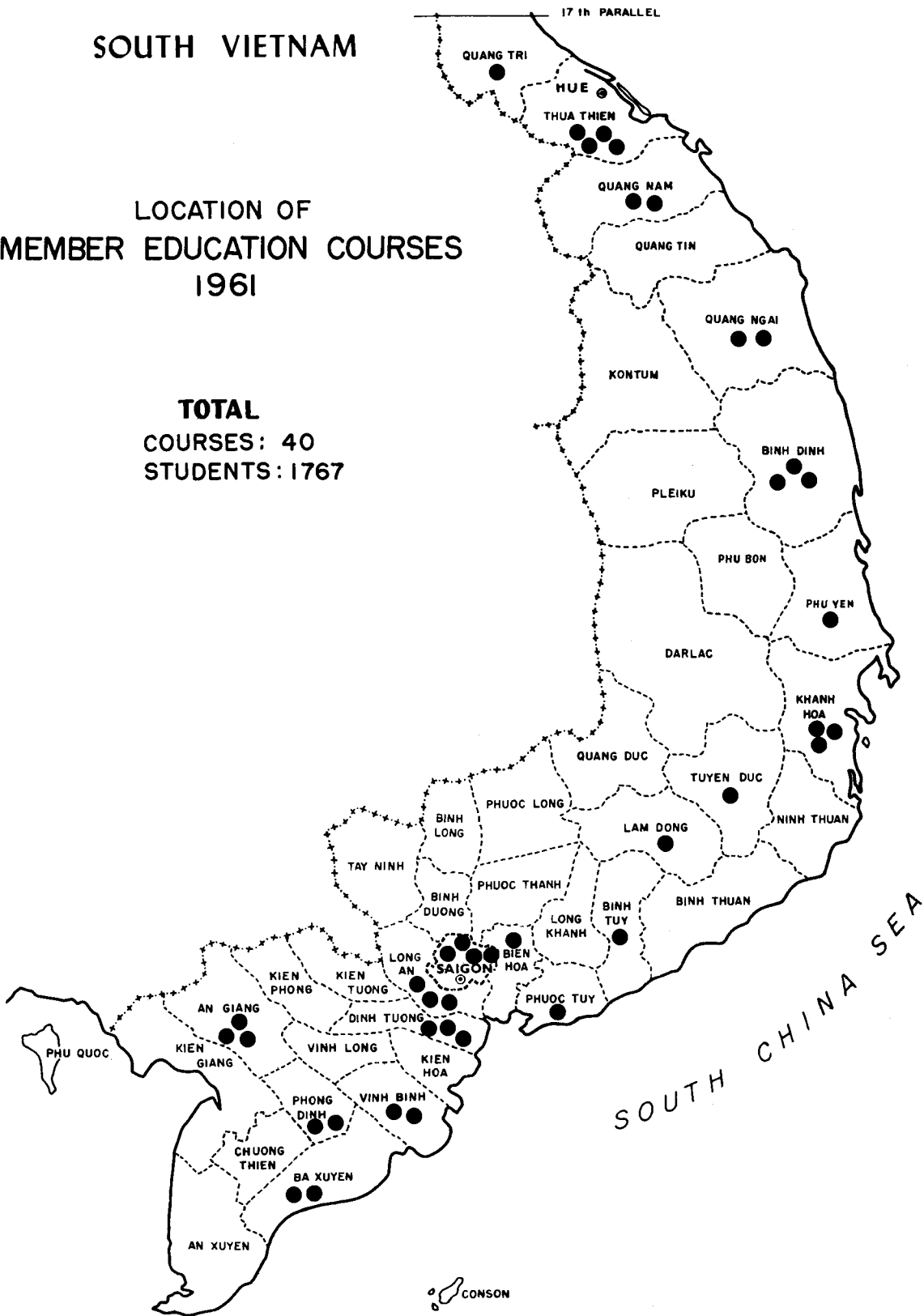
From the graduates of the first 12-month course, the Commissioner General for Cooperatives and Agricultural Credit assigned five selected men to the Center's Staff. Under supervision, these five men prepared the teaching materials and directed the 40 member-education courses through 1961. They were ably assisted by graduates of the 12-month and six-month courses who had been assigned to cooperative duties in the Provinces. With some assistance from the Center, these people in the field are now assuming the major responsibility for the training of local officials, personnel, and members of Cooperatives and Farmers' Associations within their areas.

The education of members takes place largely through the 12,000 small groups of the Cooperatives and Farmers' Associations. Courses for group leaders are now being conducted in all the Provinces, usually in public school buildings or pagodas. From 35 to 70 students are admitted to each course, the number depending on facilities and available leadership. All members of the teaching staff of the Center take an active part in preparing materials, organizing courses, and supervising the program in the field. Local leadership is utilized to the full, and after the first course they assume major responsibility for continuing the training.

SOUTH VIETNAM

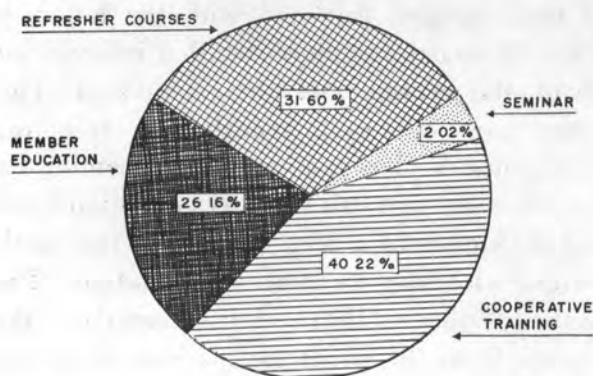
LOCATION OF MEMBER EDUCATION COURSES 1961

TOTAL
COURSES: 40
STUDENTS: 1767



PERCENTAGE OF STUDENT HOURS
FOR EACH TYPE OF COURSE
1959 TO 1961

	1959	1960	1961	TOTAL	PERCENTAGE OF ALL STUDENT HOURS
1. COOPERATIVE TRAINING	69,002	80,099	54,600	203,701	40,22%
2. REFRESHER COURSES	30,777	91,107	38,339	160,223	31,60%
3. SEMINAR	1,568	3,430	4,938	9,936	2,02%
4. MEMBER EDUCATION (1961 ONLY)			132,525	132,525	26,16%



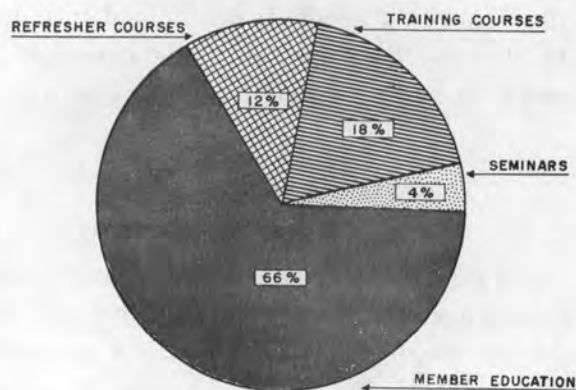
The farmers, fishermen, or artisans who make up the student body live and work together during the 12 to 14 days of the Course. Student participation by various means is encouraged. Lectures are so conducted as to provoke questions and classroom discussion. Students are drawn into participation by the use of forums, panel discussions, and the formation of small groups. During the course, students get practical experience in group leadership using various educational techniques. Role playing is found to be especially effective in putting students at ease in talking about their problems back in the villages and searching for satisfactory solutions.

This enables staff people and technicians to make timely contributions which students welcome. Without question, time set up for role playing is the most popular period of the day. Students enter into the dramatizing of their problems with enthusiasm and the small group discussions which follow each performance need no further prompting to get student expression. Each small group chooses a spokesman who reports to the class the findings of the particular group. This is followed by general class discussion and a summarization by a member of the Staff.

This same sequence of small group discussions, reports from the groups, general discussions, and summarization often follows lectures, forums, panel discussions, slides, and movies. This procedure is especially useful in helping members of the staff to see what

PERCENTAGE OF STUDENT HOURS
FOR EACH TYPE OF COURSE
1962 - AS PROJECTED

NATURE OF COURSES	STUDENT-HOURS	PERCENTAGE OF ALL STUDENT-HOURS
1. MEMBER EDUCATION	307,000	66%
2. TRAINING COURSES	81,800	18%
3. REFRESHER COURSES	50,900	12%
4. SEMINARS	15,400	4%
TOTAL	455,100	100%



the problems are that students face in their villages. It enables instructors to pinpoint and time their contributions according to the problems and needs of students.

A basic text-book of some 300 pages covers the essential contents of the member-education course. This book was prepared by members of the school staff and is distributed to students at the opening of each course. It contains numerous illustrations and includes ten commonly used role plays. A revision of this text-book has just been printed.

It is standard practice in member-education courses to organize the class of farmers, fishermen, or artisans into small permanent groups of eight to ten members. These groups meet each evening under their own leadership to raise and discuss questions growing out of the day's work in class. They give their reactions to various methods used and suggest changes. They also help in the administration of the course by assuming responsibility for the conduct of the members of their group.

Each group keeps a record of its meetings and, at the end of the evening's discussion, these reports are turned over to the Director of the Course. The members of the staff examine the reports and take account of questions, suggestions or problems to be dealt with in the next day's program.

This play-back often prompts instructors to revise their materials or methods of presentation to more closely meet students' capabilities, problems, and needs. It has helped instructors to sharpen the focus of their materials and speak in more concrete and meaningful terms.

COMMUNICATION WITH SMALL GROUPS

To survive and function effectively, small groups need continuing contacts and help from the sponsoring organization. An occasional course for leaders is not enough. A two-way system of vital communication uniting the

groups in common effort and integrating them with the Central Organization is required.

Recognizing this need and working closely with the official heads of the Cooperatives and Farmers Associations, the Director of the Center, on January 8, 1962, sent out the first of a series of circular letters to all group leaders who had attended the member-education courses. As new courses are completed the names of students are added to the mailing list. The letters appeal to the leaders to make full use of their training in their work with their groups, and to report to the Center from time to time the progress, problems, and needs of their groups. Enclosed with the letters is a questionnaire for more detailed information about the groups and their activities. This letter goes out each month and responses from group leaders are continually coming in. It is expected that this two-way correspondence will develop into a vital contact of the small groups with the Central Organization. The Central Office collects and summarizes the reports from the small groups and keeps the officials and personnel of the Cooperatives and Farmers' Associations posted on the views, problems, and needs of members. This information can make a vital contribution to the efforts of the organizations to improve their services.

As resources permit, other forms of communication with the small groups will be employed, perhaps a farm magazine or radio programs.

Communication by correspondence and mass media is vitally important in developing leadership, but can never take the place of face-to-face contacts through such occasions as local-leadership training meetings, membership gatherings, and conferences. Informal visits of local leaders with members in the home, the field, or the cooperative office will often throw light on the thinking, needs and feelings of members.

WORKING WITH SMALL GROUPS

An action program involving the villagers, farmers, artisans, and fishermen in small groups calls for the application of sound theory and techniques in group work. The Cooperative Research and Training Center recognizes certain principles and practices as fundamental :

1. The program of group discussion and action is geared to the felt needs of the members.

2. Members need the experience of following a program through to successful action. The guidance of capable supervisors is essential.

3. Members are involved early in the development of plans and programs, so they will have the needed motivation and understanding to carry them out.

4. The capacity of members for leadership is encouraged. Each member is a potential leader.

5. Stress is placed on achieving practical results and benefits to the participants in line with their felt needs and capabilities.

6. The level of group achievement is limited by the skill of the group leader. The education of group leaders is a major objective in the program of the Center.

7. The organization sponsoring the small group of members recognizes these primary units as basic to its member action program and in every way possible adopts measures to increase the vitality of these groups.

METHODS AND TECHNIQUES OF TEACHING

Since staff and personnel of cooperatives are responsible for the training of those they supervise, they are instructed and drilled in training methods and techniques. This training is fitted to the real and felt need of the students and adjusted to their capacity to understand.

Students learn by doing. They handle discussions, dramatize their problems through role playing, and develop skills in the use of visual aids, blackboard, flip charts, flannelgraph, slides, and movies. Role playing has proved to be an effective technique to get students to respond freely, think imaginatively about their problems and arrive at promising solutions.

The case method of studying life situations helps to sharpen thinking and keep discussion down to a tangible and practical level.

Frequent use is made of field tours where students observe the operations of cooperatives, interview personnel, talk with board members, and gain an understanding of their responsibilities and duties.

Special emphasis is placed on field study and, in the one-year and six-month Cooperative Training courses, two months and one month respectively are given to field study and work, under competent supervision. As far as possible, the students get experience in every phase of the operations of the Cooperatives and Farmers' Association.

Students are taught to adapt the various teaching techniques to concrete situations. Courses on communication and human relations are designed to increase the student skill in working with people. Special stress is placed on democracy as a method of working and a way of life.

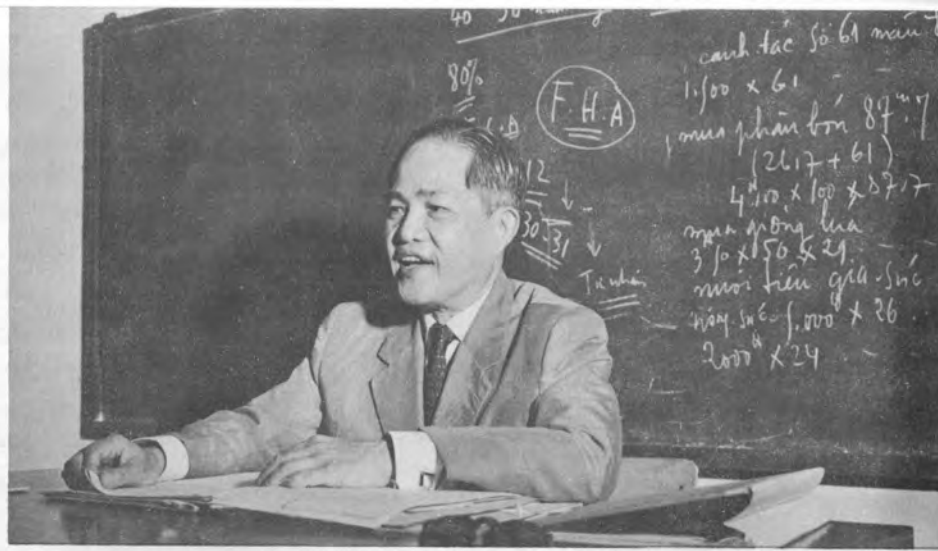
ROLE OF RESEARCH

Education for action must be based on sound information and workable techniques. The function of research is to explore problem areas, collect reliable data pertinent to these problems, and to seek the more promising solutions based on this tested information.

Logically, research should precede education and this was the reason for placing « Research » before « Training » in the naming of the Center. In practice, the urgency of training was such that logic was temporarily displaced by expediency.

METHODS OF INSTRUCTION

As a means of imparting information, the lecture method is widely used. Here at the new location, 12 Hong-Thap-Tu, Mr. Duong-Cu-Tam is instructing a class of field agents on how to work with people.



Cooperative Field Agents attending Mr. Tam's lecture. At the Center, the informing lecture is often enlivened by various other methods and techniques of instruction.

Mr. Nguyen-Phuong-Thiep uses the flip chart.



Here we find Mr. Bui-Van-Vuong lecturing with the aid of the flannelgraph.

Movies are always a popular means of instruction, and usually prove more valuable when followed by discussions in small groups.



Mr. Vuong (left) is chairman of the forum that is discussing the question of improving the driveway leading to the local cooperative. The other two participants at the table express opposing views on this proposal. The chairman then invites comments from the floor.



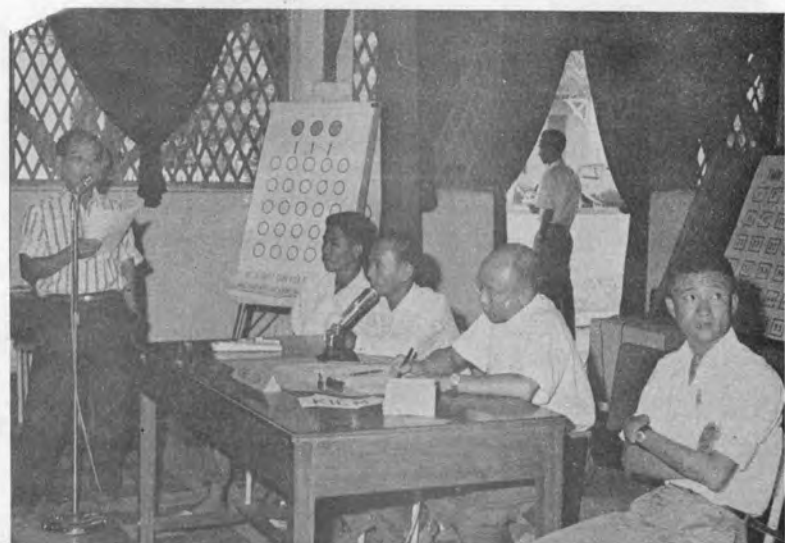
The most attractive and, for certain purposes, the most effective technique used at the Center is role playing, which is being tried out here for the first time. Role playing is now standard procedure, especially in member education.

This student criticises the panel speaker who favors the new driveway. He takes the position that it is an unnecessary expense.



Somewhat related to role playing is the case study method. After presentation of the case, students in small groups discuss the problems involved. This student is reporting for his group. Both role playing and case studies require care in planning and skill in handling for best results.

This student presents his reasons for favoring the improved driveway. The chart in the background illustrated the pattern of the panel where each speaker deals with an aspect of the problem.





Mr. Tam opens this class session of field agents with a lecture giving basic information.



During the lecture, students may raise questions or bring up alternate views and proposals.

In early 1962, the Administration of the Center was able to add to the Staff a technician in research, Dr. Howard Kaufman, who is being financed by the Asia Foundation.

Among the more urgent problem areas calling for light from research are the following :

1. What are some of the basic conditions of success in Cooperatives? Analysis of successful and unsuccessful cooperatives to discover the bearing of size, type, volume, leadership, personnel training, member education, and other factors on the efficiency of the Cooperative in serving the economic needs of the people in the area.

2. Critical evaluation of the education and training program of the Cooperative Research and Training Center, in specific fields, such as the training of staff supervisors, management training courses, bookkeeping courses, education of board members, and education of members.

3. Pilot studies of typical cooperatives to find answers to such question as :

- a) What are the tangible benefits of a saturation program of member education through small groups in terms of cooperative volume, accounts receivable, and participation of members in community development.

- b) What are some of the less tangible benefits such as the attitudes of farmers towards their cooperatives, and attitudes of farmers in the village towards each other, « sense of neighborliness », « spirit of cooperation », « concern for others », etc.

NEW BUILDING PROGRAM

The work of the Center to date has been carried on in rented or borrowed quarters. These facilities were not designed for the purpose and are not centralized in one location. These inconveniences place a handicap on the staff and students. Recognizing the need for more adequate quarters, the Administration made a careful study of future requirements and obtained an allocation of land from the Vietnamese Government. USOM has actively supported this new development with an assurance of funds to the extent of 8.500.000 VN piasters for the construction of the new buildings. Architects' drawings for the new project provide classroom space for 240 students and dining and dormitory facilities for 100 students. The Cooperative League has pledged \$ 10,000 (US) of which some \$ 3,400 was given by individual farm families of Ohio through the Farm Bureau Advisory Councils and the Christian Rural Overseas Program,

who sponsored this cooperative project.

The Administration of the Center is striving to have the new buildings completed by the Summer of 1963.

LOOKING AHEAD

Education is a process of growth, continuous and gradual. It is not the quickest method of getting results, but for certain long-term objectives, such as cooperatives have in developing people, education is the only proven method.

The work of the Cooperative Research and Training Center is barely begun. It faces the double task of training the present leadership of cooperatives and at the same time preparing for the growing demands of the future. If the statistics of achievement are impressive, the list of educational needs to be met may seem overwhelming.

On the achievement side, the Center has given training to practically every civil servant and field agent working under the Commissariat General for Cooperatives and Agricultural Credit, but the plans for bringing credit facilities closer to the farmers calls for a greatly increased corps of trained personnel. Added to this is the growing demand for training personnel for the rapidly expanding program of Farmers' Associations.

Lectures are often followed by small group discussions where students have an opportunity to evaluate the contents of the lecture in terms of their experience, consider its practical application, or ask questions.



We must also take account of the needs of present personnel for repeated training as the program becomes more complex and the standards of performance more exacting.

When we consider the demands of member education, we face an even greater task ahead. We may find reassurance in the fact that in the first two years of member education, 1961 and 1962, we will have given training to the group leaders of approximately one-third of the 12,000 small groups. But, what about the other two-thirds and the many more being organized? Also there is the continuing work of assisting these group leaders by various means through correspondence, mailing out of discussion and study material, receiving and answering their inquiries, supervising and guiding their group projects, and holding local leadership training meetings at the village level. When we face these and other demands on the resources of the Center we begin to appreciate the extent of the undertaking and the weight of the load.

On the hopeful and positive side are certain facts and considerations :

1. The present leadership in the Government is committed to the establishment of a strong cooperative movement on a sound educational base.

The secretaries of the small discussion groups then report the findings of their groups for general class discussion.



ROLE PLAYING



Role playing encourages students to talk freely about their problems. Here a member of the coop (right) failed to place his order for his yearly supply of seeds. Now that the planting season is at hand he demands service.

The Manager explained the necessary procedure and pointed out that he must first supply the members who have placed orders. When the demanding member threatened to buy seeds from a competitor, the Manager promised to see what he could do.

The procedure used in introducing role playing to a new class is essentially the same whether it is a course for field agents, managers or leaders of small groups. Here is a class of coop managers ready to dig into their problems.

Students responded readily when Mr. Tu called for volunteers for the next role play.



Members of the teaching staff are introducing role playing to a new class in member education. The presentation is planned in advance with farmers participating, but members of the staff take the lead.

Mr. Vuong is signing them up. The new cast will then meet to plan their production.





Here is one of the teams of farmers in action. One farmer takes the part of the field agent (at the right) using a flannelgraph to explain to the other farmer (left) how to protect his manure from sun, rain, and wind, in order to conserve its potency. These group leaders will later have a chance to help members in their home groups act out problems like this.



Following the discussions, the spokesman for each group reports to the whole class. This is followed by general classroom discussion and conclusions.



Following the role play, the class gathers in small groups to evaluate the presentation and consider how they can best handle similar problems back in the villages.



Another spokesman reports.

Close-up of a group at work



To close the period, the Director summarizes the session, calling attention to key points in using role-play to explore and find solutions to problems.

